

## P-3: A Systemic Approach to Infusing Quality



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## Goals for this morning

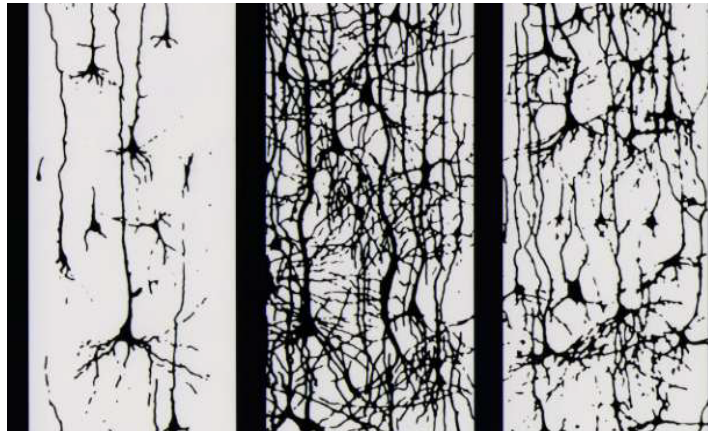
- *Establish Common Ground*
  - Research behind both opportunities and challenges
  - Conceptual framing
- *Introduce Framework for Thinking About Infused Quality*
  - Role of Formative Assessment

## What Research Tells Us

- Neuroscience and Brain Development
- Disadvantage and Disparities throughout Childhood

## Brain Development

## Experience Shapes Brain Architecture



Birth

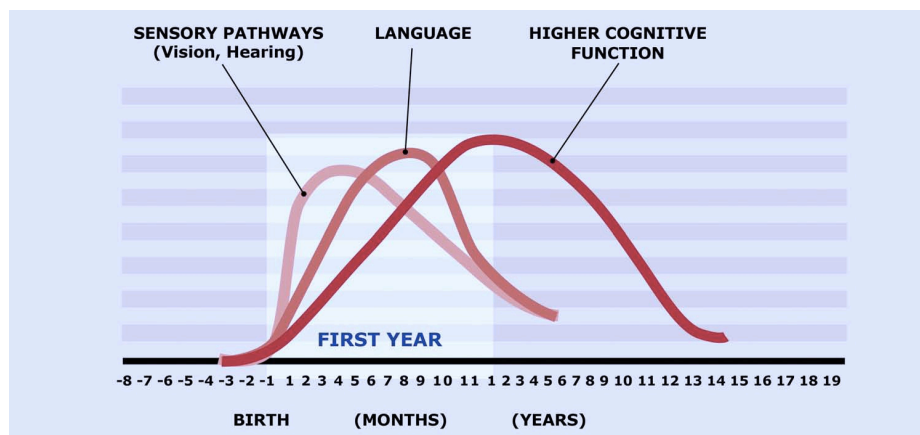
6 yrs.

14 yrs.

Source:  
Center on the  
Developing  
Child, Harvard  
University

Image Source:  
Conel, JL

## Brains are Built from the Bottom Up (Skill begets skill)



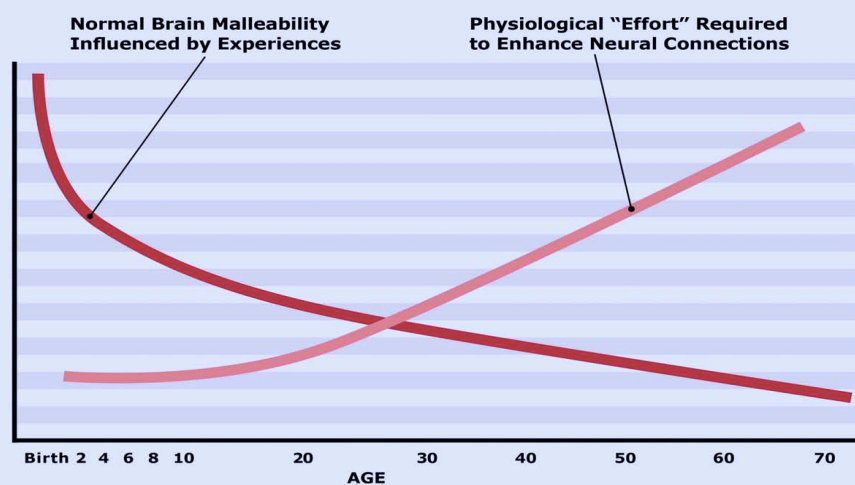
Source: Center on the Developing Child

Source: Kauerz, K. (8 Jan 2014). Presentation to Hawaii's Governor's Symposium on Early Development & Learning. Honolulu, HI.

## Cognitive, Social, and Emotional Development are Connected: You Can't Do One Without the Other



## Ability to Change Brains and Behaviors Decreases Over Time

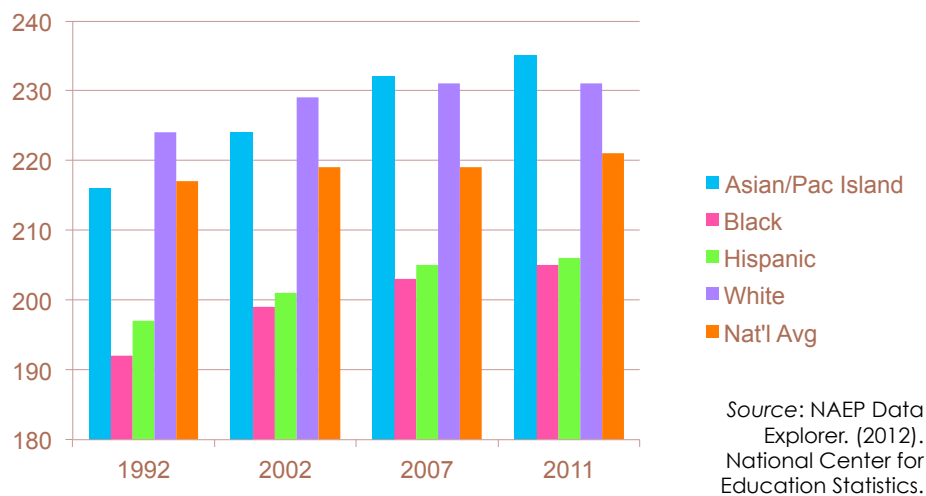


Source: Center on the Developing Child, Harvard University

Source: Kauerz, K. (8 Jan 2014). Presentation to Hawaii's Governor's Symposium on Early Development & Learning. Honolulu, HI.

## Disadvantage and Disparities

### Average Nat'l NAEP Reading scores Grade 4 by Race/Ethnicity

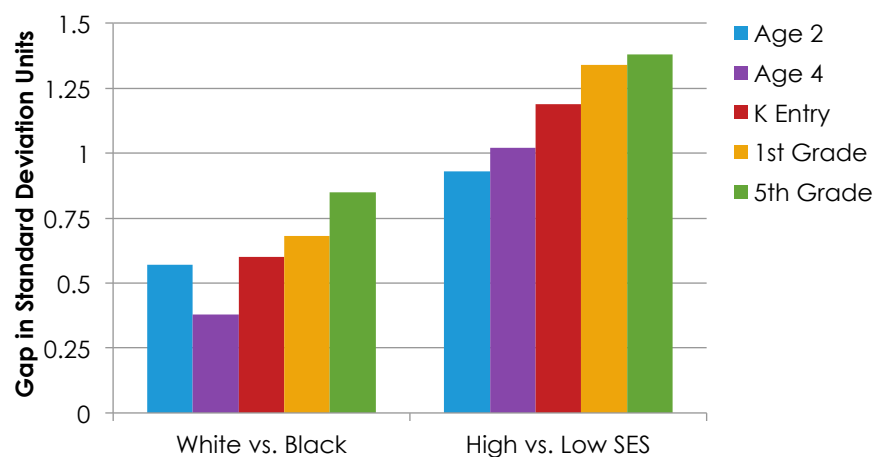


Source: Kauerz, K. (8 Jan 2014). Presentation to Hawaii's Governor's Symposium on Early Development & Learning. Honolulu, HI.

## But Achievement Gaps Start Much Earlier



## Growth of Achievement Gaps As Children Age



Source: Snyder (2010) and Duncan & Magnuson (2011).

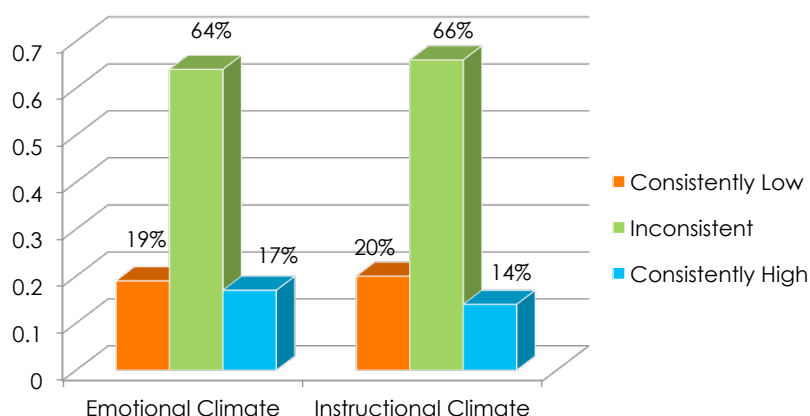
## Overall Lack of Quality, PreK-3<sup>rd</sup> Grade

### Average Ratings of Interactions in Pre-K - 3rd Classrooms



Source: Center for Advanced Study of Teaching and Learning. (2013).

## Continuity of Classroom Quality (across 1st, 3rd, and 5th grades)



Pianta, R. C., Belsky, J., Houts, R., Morrison, F., & National Institute of Child Health and Human Development Early Child Care Research Network (2007). Opportunities to learn in America's elementary classrooms. *Science*, 315, 1795-1796.

Source: Kauerz, K. (8 Jan 2014). Presentation to Hawaii's Governor's Symposium on Early Development & Learning. Honolulu, HI.

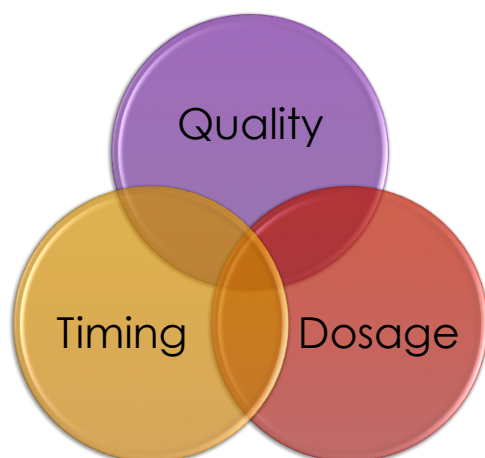
## We Know What To Do

## Research Behind P-3

- Timing
  - When intervention starts
- Quality
  - Intentional instructional component
  - Focus on social-emotional
- Dosage
  - Day-to-day basis (e.g., half-day vs. full-day)
  - Cumulative, over time (e.g., attendance; year-to-year)



These don't act independently.



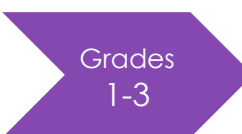
## P-3 Essentials



**High quality** learning opportunities pre-school ("P") help children be ready for school.



**High quality** Full-Day Kindergarten is a transition year for all children.



**High quality** early grades sustain the gains and lay the foundation for later learning.

## Changing Our Paradigm

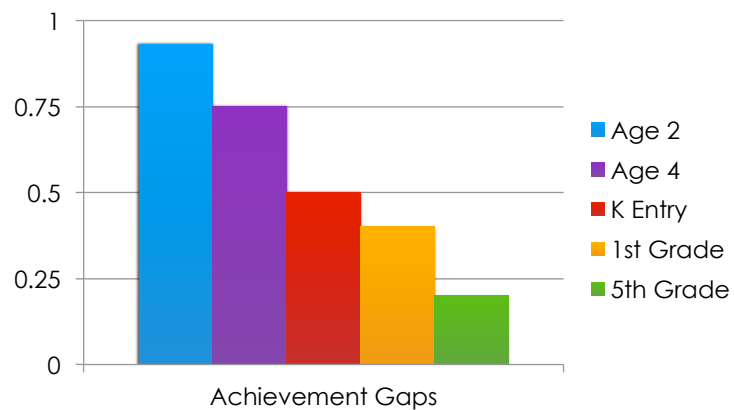
Blocks



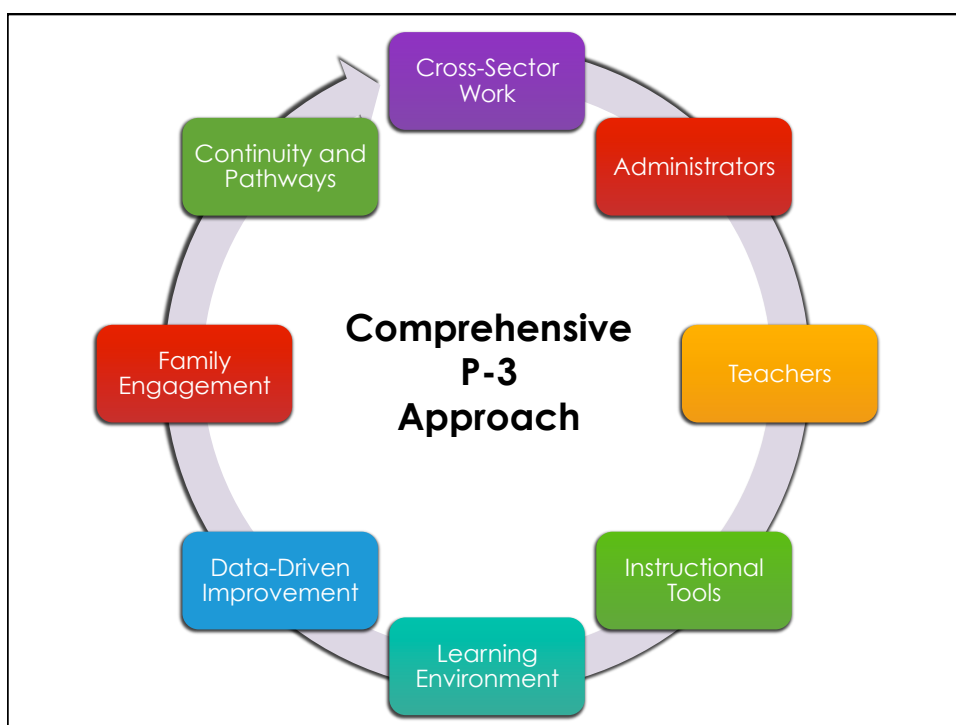
Pop-Beads



## What if...?



(a hypothetical bar graph)



Source: Kauerz, K. (8 Jan 2014). Presentation to Hawaii's Governor's Symposium on Early Development & Learning. Honolulu, HI.

## Quality of Things vs. Quality of Actions

- Professional development, stellar standards, aligned curricula (and many other things) matter...
- ....but *how* those things are *implemented* **matters most.**

## If we want children to:

1. Develop strong foundational cognitive skills (literacy/communication and math).
2. Develop social and emotional competence.
3. Establish patterns of engagement in school and learning.

...then we need adults to act in new (and effective/high-quality) ways.



## Formative assessment:

- Describes how children are progressing.
- Guides adults in how they need to change/alter their behaviors (e.g., teaching) in order to support children.
- Provides signposts for how systems need to improve in order to support adults.



Always keep children at the center  
of our pop-bead thinking.

## P-3 Listserv

Send email with "Subscribe" in subject line to:

**[P-3@u.washington.edu](mailto:P-3@u.washington.edu)**

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